

The Communicator

VOL. VIII, NO. 2

COMMUNITY COLLEGE OF PHILADELPHIA

25 SEPT., 1971

REPORT ON CAMPUS II



MINT BUILDING

On February 3, 1971, in a ceremony in the office of Senator Scott, the symbolic key to the old U. S. Mint Building at 16th and Spring Garden Streets was handed to the President and the Chairman of the Board of Trustees of Community College of Philadelphia.

As of the beginning of this Fall Term, the City of Philadelphia had not yet officially authorized CCP to accept the Mint as its second campus. Further action is anticipated when City Council reconvenes this month.

It is not known, at the present time, whether CAMPUS II will be opened by September, 1972, but a twelve member planning committee, under the chairmanship of President Bonnell, has been meeting since May to develop long-range objectives for CCP's present and future campus. Their present concern consists of determining which courses should be offered at CAMPUS II. This arouses the question: will the students have to commute? Dr. Bonnell states that they will not, due to the fact that CAMPUS II will be a separate entity run from a central office, somewhat similar to the parochial school system.

CAMPUS II will eventually have its own library, cafeteria, vendeteria and all other facilities offered at our present campus.

A new campus will also help to increase admittances in many courses. For example, the nursing program this semester admitted approximately one hundred applicants, whereas if the new campus were operative this amount could have been increased to three hundred.

The new campus is desperately needed since the City has refused funds to CCP. In addition, if acquired, the new campus would be owned by CCP (it rents the present facility) qualifying it for federal assistance in the funding of renovations and construction.

Before definite action is taken, opportunities will be provided to students, teachers, and administrators to put forward ideas, suggestions and recommendations regarding the manner in which CAMPUS II will be developed. The ideas submitted will be passed on to those responsible for the development of plans for consideration.

anything which might be troubling you and are willing to help in any way they can. And they have the means to do so.

Ordinarily they deal with problems in the areas of: legal referral, draft referral, drug information, psychiatric referral, medical referral and birth control information, but they want to stress heavily the fact that no matter what your problem is you'll find help here.

The office is open from 8 a.m. to 5:30 p.m. every day and it is located in Room 113 of the lower annex, their phone extension is 458.

So, even if you've been to other help centers before and gotten nowhere, don't pass up these people, they might be able to get that monkey off your back.

Public Relations Seminar

The College's Public Relations Office is holding a Public Relations Seminar for representatives of all student publications and organizations on Thursday, September 30, at 3:35 p.m. in Room 210 (Projection Room) in the Annex.

Edward M. Williams, Assistant to the President, and Lawrence Jacksina, Public Relations Assistant, will discuss the functions of the P.R. office, and will explain the kinds of co-operative efforts available between their office and the various student activities.

In addition to a discussion of seldom used outlets for information available to student groups, specific techniques for disseminating news, and fundamental concepts of what constitutes good public relations will be discussed.

Invitations will be sent to all student organizations.

Examination of Junior Colleges

New York, N. Y. - (I.P.) - Urging the nation's college leaders to begin to devise two-year degree programs stressing general education and fine arts, President William J. McGill of Columbia University said "there is no law written on tablets of stone saying that a college education must be four years long for each and every student."

Dr. McGill said that all signs on the nation's campuses today point to the need "for a searching reexamination of higher education and its relation to professional training in modern society."

"Our problems are monumental and the time available to us to solve them is growing short," Dr. McGill said. "However, with much effort and some good will, solutions are not only possible but feasible and the current crisis in American higher education, if wisely handled, can become a period of extraordinarily stimulating change."

The Columbia president said that educational reform in large institutions is possible "only when people are running scared."

"Believe me," he declared, "we in higher education are very nervous, and the next decade is likely to produce reorganization, curriculum reform, redefinition of professional life, and a variety of other innovations unlike anything seen in the last fifty years."

In calling for the creation of two-year degree programs, Dr. McGill pointed to the success of vocationally oriented two-year college level programs in the community colleges of California. Dr. McGill was chancellor of the University of California at San Diego before becoming Columbia's president.

"We ought to pay more attention to the kind of flexibility these community programs suggest for four year colleges and universities. We can and should begin to devise two-year degree programs stressing general education and fine arts."

"We can and should begin to match concentrated study associated traditionally with college majors to the lower levels of professional training so that students who have some idea of what they want to do with their lives can begin to make rapid progress up the professional ladder early in their college careers."

GOVERNMENT FUNDS FOR E.R.C.

The federal government has announced a grant of \$49,000 to the Educational Resources Center. The money will be used to purchase special equipment available to everyone, but with the handicapped students in mind.

Additional record players and tape recorders have been purchased along with portable cassette players available to the handicapped students for long term loan.

James Cockran, an ex-student at C.C.P. has been involved in a project to aid blind and partially sighted students.

Over the summer, text books have been recorded and they expect twenty different text books to be available by the start of school.

The library has also added large type and braille books, which along with the tapes, are available in the E.R.C.

VOICE
YOUR CHOICE

Concepts Shared at Student Union Meetings

The first student union meeting of the year was held in the auditorium on Tuesday, Sept. 14, 1971. As is traditional only a handful of students were in attendance.

The meeting began with a discussion on the advisability of a series of rock concerts to be held at CCP.

Bob Stevens, director of WIDS, the CCP radio station, discussed the radio station and its effects on CCP students. Several of the students in attendance volunteered their services to the radio station.

WIDS is receiving new equipment

Two other groups who spoke at the meeting were Odyssey and the Veterans Club. Both groups are looking for students to join their organizations.

Mr. Henry Varlack, Student Activities Director, announced plans for a series of free movies to be shown in the auditorium on Tuesday nights at 7:30 and on Wednesdays at 11:15, 3 p.m. and 7:30 p.m.

The next speaker was Leon Bush, ex-student union co-chairman. Bush accused the previous student governments of being puppets of the



STUDENT BEEFS AIRED

including tape decks and a new and better sound system. Vandals (students?) have ripped out a great deal of the station's wires. Stevens proposed that students come up to the station and ask for music that they wish to hear.

Jim Burton, CCP sports director, reminded students that the college had made arrangements for them to use the facilities at the YMCA located at 15th and Arch Sts. The facilities include tennis, volleyball, swimming, jogging, dancing, etc. (See YMCA article in this paper for further details.)

administration. Not until the student strike in 1970 did CCP get a government that was truly involved with student demands.

Bush also condemned the Macke Vending Company (the people who run our vendeteria) of violating public health laws and endangering student health.

Continuing, Bush called for students to come together and set up their own elections. He does not want the administration to tell students when and how to run their own elections. The elections are scheduled to be held on Oct. 4th and 5th.

VETERANS SERVICE COUNCIL

The Veterans Service Organization is not an anti-war group. It is not an organization where hawks meet to discuss war escalation either.

The Organization was founded last April, by Ted Miller to aid Veterans who need help.

This year the group plans to provide such services as: general counseling; financial aid, and a job referral service for Vets who need jobs.

In order to obtain funds to carry out these services, various social events will be scheduled during the coming year.

The Organization meets once at the beginning of each semester. However, any Vet with a problem may attend the Council meetings. The Council meets once a month.

The Council is an 11 member body determined by a general election. Each year new elections are held. The Council appoints the group's officers.

The officers are: Chairman, Vice-Chairman, and Secretary.

The Council is then broken down into five committees they are: Public Relations, Administration, Veteran Employment, Financial aid, and Counseling.

So far this year the Veterans Service Organization has recruited only 30 out of more than 650 C.C.P. Vets.

Bill Hause, acting Vice-Chairman, believes one factor crippling recruitment, is the assumption by Vets and students, that the Organization is politically oriented.

Hause stresses the fact that the Organization is solely a self-help group.

Any Vet needing help, or wanting to help, is urged to join. All interested persons should contact Ted Miller through Dr. Gillett's office in 819A or Larry Jacksina in 806.

By Joan Brewington

PEOPLE'S MEDICAL CLINIC OPENS

Volunteers - in-Aid of Sickle Cell Anemia has announced the recent opening of the People's Medical Clinic at 1410 N. 21st St. Medical services rendered will be devoted strictly to the prevention, treatment, and testing of Sickle Cell Anemia.

Sickle Cell Anemia is a hereditary blood disease of which one out of every twenty-five Afro-Americans carry the Sickle Cell trait and at least one out of two hundred blacks are stricken with some form of the disease. Unfortunately very few people are aware of the disease's existence and doctors have been known to diagnose the fatal ailment as a simple case of anemia.

Volunteers-in-Aid of Sickle Cell Anemia, in addition to distributing information on Sickle Cell Anemia, provides food, clothing, medical expenses and counselling to families of

the Sickle Cell patients. The People's Medical Clinic which is their latest project, has a daily load of 75 students. However, the clinic is severely understaffed. Pharmaceutical and medical supplies and equipment are virtually non-existent due to a lack of funds.

Julia Buckner of Volunteers-in-Aid of Sickle Cell Anemia is currently seeking help and more information with the aid of the Agenda For Action Information Center. She is particularly interested in the recent development, by a team of Michigan researchers, of a preventive treatment that safely and effectively checks the painful symptoms of Sickle Cell Anemia.

These recent findings and the increasing findings and the increasing caseload give added reason for adequate staffing and equipping the People's Medical Clinic.

RESULTS OF MAYORALTY POLL TAKEN AT C.C.P.

The Communicator recently conducted a Mayor's Poll. Faculty and students were asked on questionnaires to vote for either Rizzo or Longstreth and to give a brief explanation.

A total of 304 participated, 268 are students and 36 faculty members. Longstreth, the winner, received 189 votes while Rizzo received 46 with 68 undecided.

The explanations of students and faculty for their choices go from one extreme to another. From the 157 student supporters of Longstreth come these statements:

"I believe Longstreth would make a good mayor. Also it's about time a change of parties took place, possibly new blood will help better the city and its government."

"The lesser of two evils."

"Rizzo hates black people."

"Because he seems to have more knowledge of political business than Rizzo. Rizzo is better off as police chief."

"He's (Longstreth) much more educated, and is not part of the Tate Regime. Has excellent background in law. Wears argyle socks, too."

On the other side of the battlefield from 45 student supporters of Rizzo come:

"He's not a politician. He's for the people."

"A man of action, talks softly and carries a big stick. He will stop the drug problem and solve the busing problem in Philadelphia."

"Because Frank Rizzo can't be bought."

"Better the devil I know (Democratic Party) than the devil I don't."

"When he talks, people usually listen. He's worked closely with Tate so he's not a complete stranger to the job. He knows so much about the city now that he seems to be a fairly good person to lead it."

Among the faculty members that voted, only two supported Rizzo. Two were undecided and 32 voted for Longstreth.

(Continued to col. 5)

ATTICA: My Lai

By SHEL MUSIKER

The debris of prisoner revolt has been cleared away now. Left behind are the deaths of 10 hostages, and 32 convicts, and several unanswered questions.

Why did Gov. Nelson A. Rockefeller and other state officials decide to storm the prison after having waited four days?

Why did State Correction Superintendent Russell Oswald say that hostages were murdered by knife-slashing inmates when in fact they were killed by gunshot wounds?

And did state troopers plan any safeguards to make certain no hostages would be killed?

Jerry Houlban, public relations man for the State Correctional Department, said answers to those questions were still being put together.

Interviews with Oswald, State Police officials and at least one inmate were being denied.

Gov. Nelson A. Rockefeller accepted "full responsibility" for the assault on rioting prisoners. Said Rockefeller: "I don't see how I could have done any differently." "In the heat of a situation, tragedies develop."

The Governor felt that the inmates had now shown a "real desire to settle" the dispute by negotiation. "Their position had hardened, not softened," he said. "I did not think my meeting with the prisoners or observers committee would serve any useful purpose."

In Washington, presidential press secretary Ronald L. Ziegler was asked if President Nixon still stood by Rockefeller in view of information indicating that eight hostages at the prison died of gunfire rather than at the hands of throat slashing convicts.

"Of course he does," replied Ziegler. The president's not going to second guess him."

In Congress, the congressional Black Caucus urged the Congress and Justice Department to investigate the riot. They called the killings an example of "the extremely low value America places on human life in order to preserve its rather meaningless and shallow law-and-order ethic."

Also, four members of the House

(Continued to col. 5)

PHILADELPHIA'S PUBLIC EDUCATIONAL SYSTEM: A LAUGH

By JOHN STATHIUS

DEFINITION: A fun house is a fulfillment of a person's enjoyment and laughter, not a place of structural learning.

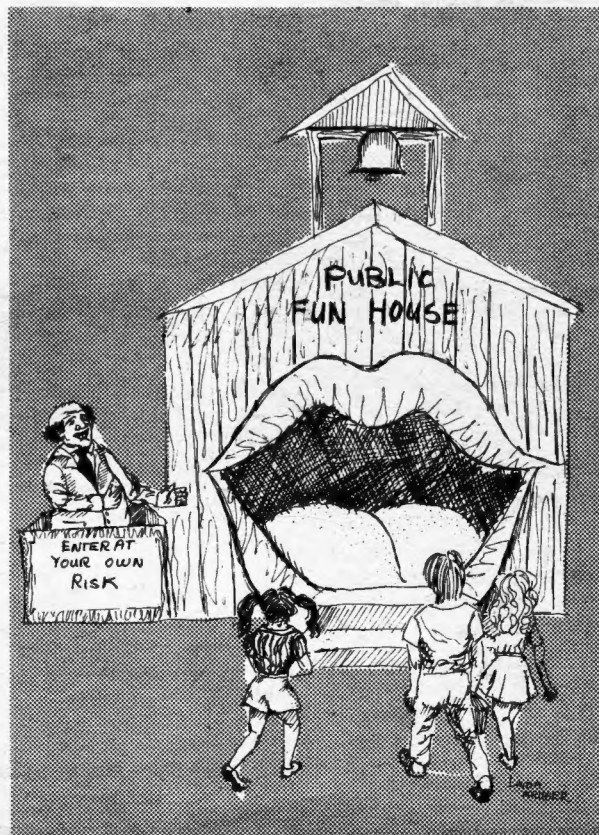
With so few restrictions and demands on Public School students a great deal of doubt is raised about the effectiveness of the system's learning process. For most students, school is a playground, a fun house to meet their friends and enjoy the ride.

The administration does not care enough or simply cannot enforce the laws. The teachers, brave idealists, do not receive the needed cooperation to conduct a class properly, because the disruptive behavior in class is detrimental to the few who want to learn.

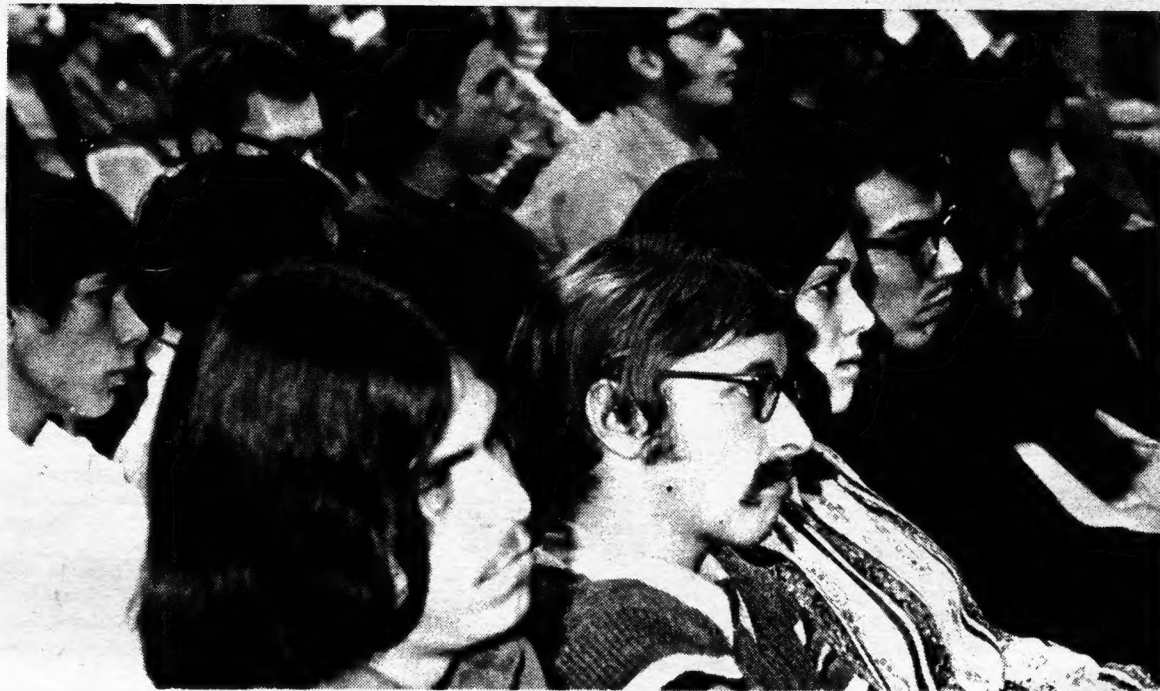
It would seem that the administration would rather save the football team and leave the students roaming the halls. This is not to say extracurricular activities should not be reestablished since they are an integral part of any school system. They should however, run a distant second to the educational scholastics of the school. It is hideous and disgusting when the City Council takes advantage of the financial crisis of the school, and promises to re-establish football and other extra-curricular activities to further their political careers. If they would show as much concern and protest about the academic problems as they do over the "next football game", the public schools would not be the circuses they reflect.

"I don't care" and "so what" are commonly used phrases that the students use to discourage someone who wants to help. All too many would-be helpers are discouraged and in the end give up. If a more stable foundation and better relations were established within the schools, the goal would be accomplished. The final tragedy is the boy graduates or quits. The fun and games are over, and the world swallows him up like a whale only to be spit out as wasteful matter.

In the Phila. School System we need people who care. People who favor the restoration of laws needed to conduct an educable school. The pertinent school regulations should be enforced so that others may profit by it. Let's stop kidding ourselves. The public schools are one big chaotic joke. People's futures are at stake. It is no longer funny. The laughs are now all silent.



ON THE ABSURDITY OF FITTING A STUDENT INTO AN ELECTRODE



DOOMED STUDENTS ACCEPT THEIR FATE!

By ALAN GLAZERMAN

Students at CCP are essentially scheduling problems. Despite the cacophony of noise from the administration the de-humanization and wrong-headed priorities of this institution continued unabated. Speaking as an alumnus I am dismayed that students at CCP still are unable to choose the times they attend school. Inasmuch as the reputed emphasis on the poorer class of student is still the policy of the administration, isn't it a bit silly to force students to lose untold amounts of income because of the inability to schedule class time for students who work.

Indeed this condition could even be tolerated if some evidence of movement was apparent on the part of either the scheduler of the Computer Department. But all we have heard for five long years is excuses and more excuses. Is it not an intolerable situation to treat the student body in such a despicable manner? There have

been suggestions in various school publications to the effect that CCP operates as a sort of agent provocateur to instill a sense of hostility on the part of the student. In this way the unsuspecting student is prepared for the rigors of the business world. If this is true the school is acting in a superb manner. The lack of technical expertise is either intentional or unplanned. Either way the students lose.

Another example of the de-humanizing elements at this school is the inability of students to pick their teachers. I suppose with the opposition of the unions to the concept of the unions to the teacher accountability, the concept of students choosing their favorite teachers is equally as frightening. Maybe no one will be chosen? Maybe classrooms will stand empty silent memorials to the depressing and structured educational atmosphere of the school. It's not just a question of popularity vs. difficulty.

The concept of choosing instructors works very well at most schools. It seems as though the essential atmosphere of respect for education is missing. If students had a respect for education the more difficult instructors would receive a larger complement of students than easier instructors. It would all come down to the quality of instruction. But as I said, we seem to be a long way from cultivating attitudes that would get us out of our lock-step mentality concerning school and courses.

I suppose it really comes down to an act of trust. But that is really a circular situation. If you don't trust people with trust they won't develop attitudes of trust. Somebody must break this circle. At least we know that the administration must respond quickly. Or as the head of the Russian police told Alexander II in 1861, "Sire, if the situation is not corrected from above, it will be corrected from below."

(Continued from col. 1)

Longstreth. Comments from faculty for Longstreth were:

"Obviously the man with a better background in city government. A former city councilman and director of the Chamber of Commerce. Better prepared to lead a city like Philadelphia."

"Corporate liberalism is, in the short run, more pleasant than outright facism. In the long run, though neither candidate offers any possibilities for solving the problems facing Philadelphia."

"Rizzo will greatly hurt CCP—financially and almost every other way! Longstreth should help. (Anyone who narrates "Peter and the Wolf" can't be all bad!"

Of the two faculty members that supported Rizzo, only one gave an explanation which is as follows:

"In spite of the fact that Longstreth exceeds Rizzo as far as formal education is concerned, and in spite of the fact that Longstreth has a better command of the language. Rizzo is my choice."

Rizzo has a greater wealth of practical experience and further, his experience stems from the ranks of the people and not from the top which is the case with Longstreth.

Intellectuals and fluent speakers who deal mostly with impractical situations are, in my estimation, many times totally unfit for offices which require practical experience."

Some of the undecided voters responded with:

"Voting should not be a choice between two evils."

"Neither is qualified."

"When I go in to vote, I think that I will pull the Communist lever. Not because I agree with the Communist ideals, but because I am so fed up with the slight choices we have. It is the only form of protest I can think of."

This Communicator poll which has voiced the opinions of individuals at this college, does not mean that they are the opinions of the Communicator or of any other individuals or groups but those that voiced them.

(Continued from col. 1)

Selective Committee on crime announced they would go to Attica to conduct an investigation of their own. Committee chairman, Rep. Claude Pepper (D. Fla.), said Rockefeller had assured the group of his complete cooperation.

The events at Attica Prison had sparked comments all over America, and other parts of the world.

In New York, Sister Elizabeth McAlister, a defendant in the Harrisburg case involving destruction of draft files, said demonstrations have been planned Oct. 2 at about a dozen prisons nationwide to protest the Attica rebellion.

In an eyewitness account for the London Daily Express, British journalist Ivan Key wrote, "For the first time in four years of living and working here, I am shocked to the point where I seriously question whether this is the country want to raise my children."

Jordan Krogh, editor of the Danish Daily Information, compared Attica to My Lai and said, "This time there is no doubt that the responsibility must be placed at the top. By publicly supporting the action against the convicts in Attica State Prison, Nelson Rockefeller and Richard Nixon have declared themselves guilty of first degree murder."

By Tuesday night, State Correction Commissioner Russell G. Oswald had conceded hostages had died of gunshot wounds, but insisted that "a physical inspection of the deceased bodies showed slash marks on the throats, and backs of necks, puncture wounds, apparent broken arms, blackened eyes, broken faces and abrasions on nearly every hostage. Two hostages now in the hospital are known to have lacerated throats."

He made this statement after a medical examiner's autopsy showed that nine of the ten hostages were killed by gunshot.

This report flatly contradicted Oswald and other prison officials who told newsmen Monday that the hostages victims had their throats slashed by prisoners.

**THE COMMUNICATOR
BUILDS MEN**



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THE MOVEMENT

By ED MAXIN

This article is the first of a series of articles dealing with the movement. That is, the movement seen through the eyes of one person; not fact, nor fiction, but opinion. Much of what you read may very well be factual, but one must realize that it is written only as an opinion. This is a personal view and is in no way reflective upon the views of the students, administration, faculty, ups, downs or ducks.

My concept of the current movement has no limitations, but definite perimeters. The movement extends from the commonly excepted reality to the unknown world of the cosmic experience. An example of the vastness and fluctuation of the movement can be sighted in a flashback of five years. In the mid-sixties the backbone and core of the then current movement was politics. The Iron Curtain, Washington March on the Pentagon, Klu Klux Klan, folk-rock, San Francisco and so on. The latter being the first sign of the inevitable transition. Today, light years from the peace marches, the main concern of the majority of the movement is self discovery and total

awareness. This brings us into the realm of psychedelic experience and physical liberation. Since this is only an introductory article, the various components of the movement, which may also be termed the cultural revolution cannot be discussed in their entirety. As I observe current developments in the movement, I will try to communicate my thoughts and feelings. Hopefully I will be able to successfully establish a link between the student and the movement. The student being, although unknowingly, the true core of the cultural revolution. The student, whether constantly spaced out on drugs or always keeping his nose in his books, is in actuality playing the role and helping to create the mythical and real movement.

I have planned to discuss in future articles many different subjects: drugs, religion, music, the media and various political situations.

Occasionally I may go off into the wild blue yonder, sounding much like a speed freak. But remember, your mind does not structure your thoughts, it is only accepted that you do. I'm available for communication and welcome it.

IN THE MAIL

Dear Editor:

I am writing this letter on behalf of myself and fellow students of CCP who are physically handicapped.

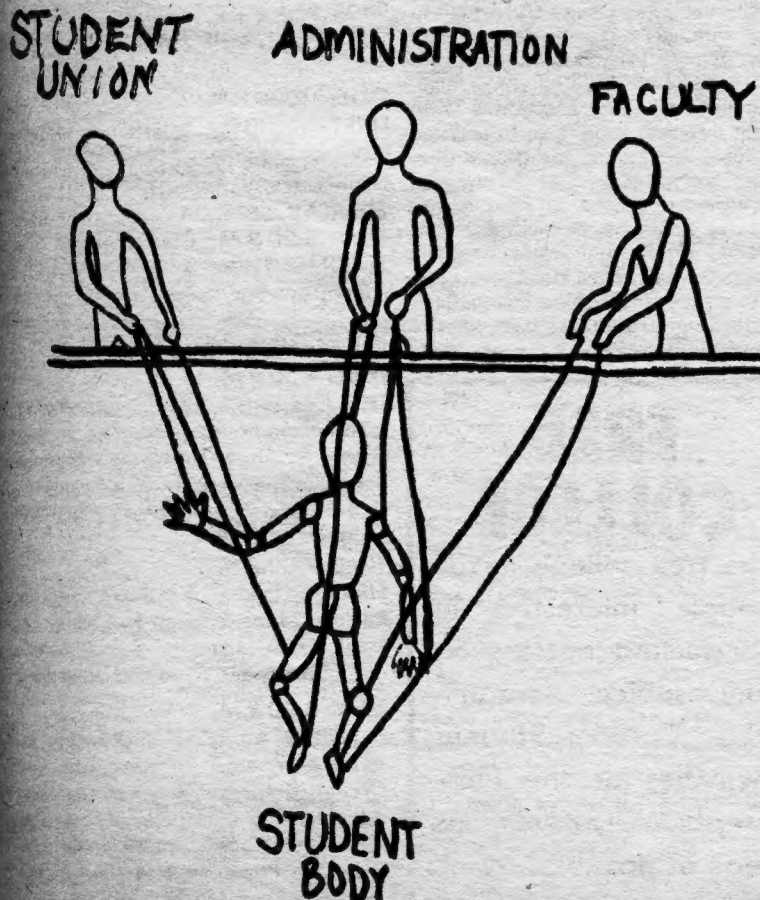
I would like to bring a problem, which we consider to be quite pressing, to the attention of the rest of the school's population. The problem concerns the elevators. I fully realize that everyone wishes to arrive at class on time and that the elevator provides the easiest, most efficient way to achieve this goal.

I understand and share this desire.

as do the other handicapped students I have mentioned. As a matter of fact, this shared desire is the sole reason for this letter. It is meant to be a request for cooperation from the population of CCP in allowing us handicapped students access to and from the elevators, which is our only means of transportation whenever possible.

Thank you for your cooperation which I am sure will be immediately forthcoming now that the problem has been clearly stated.

A fellow student



EDITORIALS

"The time has come," the Walrus said,
"To talk of many things:
Of shoes-and-ships-and sealing wax—
Of cabbages-and kings"—

L. CARROLL

TAXATION WITHOUT REPRESENTATION

The recent decision by the Student Affairs Committee on the representative make-up of the Students Publication Committee is viewed by the COMMUNICATOR to be a final effort by the administration to silence the roar of student publications here at C.C.P.

The ruling of the S.A.C. in effect bars editors and staff members of individual publications from actively deciding their own goals, policies and rules of publication; substituting this freedom with the establishment of a board with the only hope of the publications resting in the hands of the faculty whose hope we banked on during their faculty strikes and our student strike in 1970. This act by the S.A.C. will eventually turn the COMMUNICATOR and other publications here into mere tokens and pawns of the administration. In the past it was customary for each editor to decide upon a working budget, and editorial policy, without interference from the administration. In the end the result of this situation was good publications, active student participation, and response, but evidently the administration has felt that the possibilities were too hot to handle and that students here at C.C.P. are just not ready to handle this kind of responsibility. This attitude of the administration is very insulting to our intelligence and borders on the absurd of reasoning. But then again, the administration has shown time and time again its intelligence and experience in handling its responsibilities to the students.

The COMMUNICATOR, TRIBES, and REVOLVING DOOR would like to see the S.A.C. reverse its decision on the membership regarding the Student Publication Board to show us and other students here at C.C.P. that we are responsible and capable college students and not children that must be told what to do and what to think.

TEMPLE UNIVERSITY

A misconception has developed among many students here concerning the transference of credits to Temple University. Contrary to popular opinion, Temple does not necessarily disregard all repeated "D" and "F" courses taken at CCP.

The former grades are often added to the letter grades. It is basically left to the discretion of the Admissions Office at Temple. A student with a grade point cumulative average of 2.4 or less at CCP will have those courses included in his appraisal. Students with a 2.4 or above will not have such statistics included. Also, keep in mind, a student needs a 2.0 average to merely qualify for Temple.

THE ECONOMY

By JIM MORAN

Your paycheck not lasting as long as it should? As a taxpayer, and an American citizen, you have a right and an obligation to understand the way our economy is run.

First I will start by defining a few basic terms:
Inflation: Paying 35 cents to ride SEPTA.

Unemployment: Being fired.
High Unemployment: Being fired for being high.

Now it starts like this.

1—The Defense Department orders 500 helicopters to replace the 17 lost.

2—The factory goes out and hires 1,000 people to build the 500 helicopters.

3—These 1,000 people get paid and go out and start buying zonkers.

4—The zonker people, realize that zonkers are in demand, go and raise the price of zonkers.

5—These 1,000 people who are building helicopters ask for a raise to pay the extra cost of the zonkers.

6—The factory gives the people the raise, but makes the government pay the extra cost.

7—In order to meet the extra cost the government raises taxes.

8—Because he has more taxes taken out of his pay the SEPTA driver asks for more money to pay for the higher priced zonkers.

9—SEPTA in order to pay its drivers raises fares and cuts back service.

10—Because SEPTA raised fares

and cut back service you end up paying 35 cents to get to work late and be fired.

11—In the meantime the government orders 500 tanks and the whole process starts all over again. (It works for tanks as well as helicopters.)

What can you as an average person do to make your paycheck last?

Below I have listed a few possible suggestions:

1—Steal: your paycheck will last forever if you simply liberate everything you need. You might try "keeping up with the Joneses" by stealing a few extras.

2—In Boston a father of four cut his food bill in half. He came home one evening and shot three of the kids. From Death Row he reports that it is advisable to kill the little devils in January. This cuts back on eleven months' food and still allows you to claim them on your Income Tax.

3—Form a Co-Op, get together with your neighbors and buy food wholesale and sell it to yourselves. The only trouble with this is you don't get the Stamps that you never bother to redeem.

4—Hunt for the best buy — don't settle for any old piece of junk just because it happens to be the most convenient piece of junk around. Remember that if you feel prices are too high you can simply not buy it, this will cause the cost to go down.

COMMUNITY SERVICES PROGRAM

The College also offers non-credit programs in Community Services to meet the needs and interests of persons whose objective is not a degree but improvement of their knowledge or skills for advancement in employment or the desire to increase their knowledge of themselves and their environment. The program offers short courses of study as well as in-service training for the business and professional community.

ONE AND ALL

Let them scream

Let them shout,

As they drag your name in streets,

Turn your cheek

Watch them fall,

They're out to kill us one and all.

As they wage their war of sin

Using us as their machines,

Hear them curse

and damn us all

They're out to kill us one and all,

Let them promise if they must

"the best man for the job is here,"

Hear the lies

As they stand tall

They're out to kill us one and all,

We feel the bombs,

As they stand clear,

The medals for the dead,

They say we kill within the law,

They're out to kill us one and all.

They've starved the red

And killed the black

Then say we live in country free,

They force us to its beacon call,

Their out to kill us one and all,
RAM

Features

MOVIE DATES

October

5, 6 Lord Jim
12, 13 The Thomas Crown Affair
19, 20 The Professionals
26, 27 The Good, The Bad and The Ugly

November

2, 3 The Shop on Main Street
9, 10 On the Waterfront
16, 17 Two Women (English Version)

23, 24 Moby Dick
30, Dec. 1 Diabolique

December

7, 8 Alexander Nevsky

January

4, 5 Bullitt
17, 18 The Fox
25, 26 The Damned

February

1, 2 Closely Watched Trains
8, 9 2001: A Space Odyssey
15, 16 Who's Afraid of Virginia Wolf?

22, 23 The Selling of the Pentagon
29 March 1 For a few Dollars More

March

7, 8 The African Queen
14, 15 A Man Called Horse
21, 22 Magician, The 7th Seal
28, 29 Putney Swope

April

4, 5 Night of the Generals
11, 12 Tom Jones
18, 19 The Boys in the Band
25, 26 The Victors

**THIS WEEK'S
MOVIE
"THE WRONG
BOX"
TUESDAY
AND WEDNESDAY**

**ODYSSEY'S
END**

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Fri., Oct. 22
Leon Russell
and **The Shelter People**
Freddie King
\$4, 5, 6

Mon., Oct. 25
Santana
Booker T. & Priscilla
\$4, 5, 6

Sat., Oct. 30
Dance Concert
Ten Years After
J. Geils Band
\$5 Advance \$5.50 At Door

Fri., Nov. 5
The Band
\$4, 5, 6




SUPER SUNDAY BLOCK PARTY

On October 10 from noon to 7:00 p.m. Super Sunday, the world's largest block party will be held at Logan Circle on the Parkway. This super extravaganza, which is expected to attract over 300,000 from the Greater Delaware Valley, is being sponsored jointly by the eight cultural institutions of the city located along the Parkway.

The Academy of Natural Sciences whose Women's Committee originated the idea of Super Sunday is sponsoring a flea market with over 200 vendors around the circle. An informal "Beef and Beer" bar in African Hall where the World Series can be viewed on TV is planned. Each of the Academy's nine scientific departments will have a special exhibit of the current working being done. An array of international food booths will frame the front of the Academy.

Through the cooperation of a local station, a nationally known rock band will perform outside the building.

The choir of the Cathedral of SS Peter and Paul, which will remain open during the day, will perform on

the Cathedral's front steps.

If you are under sixteen and can draw, go to the Chalk-In at the Philadelphia Museum of Art on Super Sunday. Each child will be given colored chalk and a section of the pavement to create original works of art. Cash prizes will be awarded to the winners.

Wheels of Fortune, dart games, a fish pond, a lollipop tree and other children's games fill up a carnival-like Midway devised by the First Volunteer Committee of the Franklin Institute.

Other Franklin offerings: A Bavarian brass band making music on the Institute's roof, a complete display of antique automobiles, and a "Potting Shed" where those with green thumbs can indulge in the purchase of off-beat plants.

The Free-Wheeler, a mobile unit with built-in movie and music shows, will be located in front of the Free Library of Philadelphia. Professional story tellers will entertain little ones on the west steps of the library while a puppet theatre and a local rock band share the spotlight on the broad front steps.

CONSUMERS REPORT:

TOILET PAPER

By DEN BARTSCH

According to newstand operators in the immediate area of CCP, pornographic newspapers and other forms of such publications have been readily available for years despite their recent legalization. Such invaluable cultural material as offered in "Screw", one of the more popular porno-papers is procured primarily by senior citizens and preachers. The availability of such material is now and should remain legal, because it is definitely not a crime. This fact cannot make less repugnant the concept of sex drawn by the perverted. The pornographic concept of a sexually rewarding experience is not a love relationship but rather the manifestation of a sadistic or masochistic tendency in sexual relations.

"Screw" debases sex worse than obscene graffiti. The newspaper advocates through subtle verbal

implications and more blatant visual ones, that society operates on a genital pleasure principle. Such intellectually stimulating concerns included in a recent issue was a self-analysis of sexual arousal and a scoop on sex capers in "nude studios". After their reading one might consider himself closer to Nirvana or puke.

Ironically there is also a section devoted to humor. The irony lies in that the humor is as laugh evoking as the Kent State affair. A more appropriate classification for this section would probably read "Crotch Rot."

If this has aroused your curiosity about "Screw", ask your favorite newstand owner for "Screw." After you pay him, you've been screwed. Any super market carries a similar if not superior paper for half price, the only real difference is that it's on a roll.

THE YEAR BOOK

**STILL NEEDS PEOPLE
WILLING AND INTERESTED
IN WORKING ON
THE YEARBOOK STAFF
IT'S YOUR YEARBOOK!**

ON THE ROAD

This year thousands of Philadelphians will view the Philadelphia Museum of Art's priceless masterpieces without entering its doors. Starting September 13th the Museum's Volunteer Guides will travel around the Philadelphia area presenting a Mini Slide Tour to groups with a minimum of ten members wishing to see the Museum within their homes or clubs.

The general tour consists of six main sections plus information on the Museum's many activities. The first section acquaints the group with the finest selection of period rooms in the country. Included are the 11th century Romanesque Cloister from the French Pyrenees; one of the finest American rooms — a room from the home of Samuel Powel, the last colonial mayor of Philadelphia and a close friend of George Washington; and probably the most celebrated period room in the Museum, the Japanese Ceremonial Tea House and Garden.

Also included in the tour will be several examples of ceramic art at its best: A Ch'ien Lung Chinese plate created between 1736 and 1795, a Chinese temple cat, and a Benjamin Tucker pitcher.

The Volunteer Guides started out in 1959 with only a few members. Today they number 140 and their daily tours cover all of the Museum's American, European and Oriental galleries in eight different languages. In addition to their daily tours, the Guides also offer special excursions through the Renaissance, the Middle Ages, Chinese Porcelain, Oriental Arts and Special Exhibition Galleries every Saturday, Sunday and Monday.

To arrange for the Mini-Tour call the Volunteer Guides Office at the Museum, PO 5-0500.

FREE COLLEGE

The free college needs people interested in conducting a class on any subject imaginable. Contact Student Activities or the Philosophical Society as soon as possible.

CHALK PROGRAM

FRIDAY, SEPT. 31

TIME: 6:30 P.M.

WHAT'S NEW—"Through a Child's Eyes" a music score by composer Robert W. Black.

IN COLOR(R)

TIME: 8:00 P.M.

BLACK PERSPECTIVE ON THE NEWS—Black journalists who join a leading news Newsmaker: Nat Hentoff, magazine's candid look at the FBI as seen by a private comes critical of the "super" agency. Pat Patterson, editor, Black Enterprise. Producer Jimmy McDonald. IN COLOR(R)

TIME: 8:30 P.M.

NET PLAYHOUSE—"Cathy Come Home" about a young British family caught in struggle for decent housing in an over-saturation, Carol White ("Poor Cow") and R. has resulted in the formation of a national responsible concern for the victims of British

THURSDAY, SEPT. 30

TIME: 6:30 P.M.

WHAT'S NEW—"Story of Photography" at the history of man's efforts to record through this journey in time by a ten-year-olds related to photography. IN COLOR(R)

TIME: 8:00 P.M.

WASHINGTON WEEK IN REVIEW—Chief, The Chicago Daily News; Neil Magazine; and Charles Corndry, Military rotating Washington correspondent to Moderator: Lincoln Furber, WETA Direct

WEDNESDAY, SEPT. 29

TIME: 7:00 P.M.

WORLD PRESS—Major international from five continents with news experts in the language of the area they represent

TIME: 8:30 P.M.

BOBOQUIVARI—"Ramblin' Jack Elliott" performers have complete creative freedom and no interruptions in this 9-week of today. Tonight's final program: As a folksingers who "hand down" songs, features between the songs, "Me and My Blues," "If I Were a Carpenter," and "9"

TIME: 9:00 P.M.

FIRING LINE—"The Black Caucus" Review editor William F. Buckley, Jr. fronts Congressman Ronald V. Dellums' ment. Dellums, representing California in Congress, is a member of both the well as one of the 13 original members (R)

TUESDAY, SEPT. 28

TIME: 9:00 P.M.

BLACK JOURNAL—This monthly playwright Leroi Jones; Gary Indiana (Julian Bond) discussing nationalism in the People in Atlanta; Black jazz musician Bartz and bassist Reggie Workman) seeks to promote their music and presence (R)

TIME: 10:00 P.M.

THIRTY MINUTES WITH... Elizabeth interviews prominent political and international country. Guest: TBA. IN COLOR

SUNDAY, SEPT. 26

TIME: 3:30 P.M., CHANNEL 12

MAKING THINGS GROW—"The Pot" cultivates your indoor green thumb in gardeners alike. Tonight: Adapting flower pots. B&W

TIME: 5:30 P.M.

THE OLEANNA TRAIL—Folksingers of Trenton studio audience which sings hosted by Drew University's Fred Star. Seeger appears with his long necked fiddle to the sloop "Clearwater" which travels ment. IN COLOR

TIME: 7:00 P.M.

FIRING LINE—"The News Twisters" Review editor William F. Buckley, Jr. fronts Edith Efron, TV Guide writer and tion of managed news and biased reporting

TIME: 8:00 P.M.

EVENING AT POPS—"Old Timers' New" series of summer concerts with Arthur Orchestra tonight features ragtime piano slides to help the audience sing-a-long. Here Seen Kelly," "Hello, Hello New From the Pops: "A Hot Time in the St. Louis Blues March." IN COLOR

Scrutiny

PANEL 12 AM INTEREST

child's Eyes optical printing techniques and
bert Wy captures two girls exploring a zoo.

NEWS—series features a rotating panel of
ading neopore a current, topical news story.
magazine of, columnist and critic. Topics: A
y a private happens when a private citizen be-
agency. La Lewis, Jeune Afrique Magazine;
nterprise, Tuesday Magazine. Moderator:
OLOR (R)

me Homandford's dramatized documentary
caught the spiral of unfortunate luck in their
an over society. Filmed on location in Lon-
) and Re Overseas, this drama's presentation
of a nation in Britain called "Shelter," to foster
ns of Britation. (R)

ography, generations of photography, a look
to record places on film. Viewers are guided
a ten-year appears in different historical peri-
COLOR (R)

VIEW—ater Lisagor, Washington Bureau
ys; Neil Congressional correspondent, Time
y, Militar The Baltimore Sun, are joined by a
ndent to cont events in the nation's Capitol.
A Direct Public Affairs. IN COLOR

ational ed by more than 95 publications
experts, staff of 15 specialists who are fluent
y repre as. IN COLOR

ack Elliot a Papago Inidan word meaning
ative free 30-minute concert with no host, no
this 9-w ighting the diversified popular music
am: As o he disappearing breed of authentic
songs, Elliott spins yarns about his adven-
and My "Tramp on the Street," "Dustbowl
and "9. COLOR

Caucus", newspaper columnist and National
ley, Jr. ed weekly series and tonight con-
Bellums to discuss the black political move-
California (Berkely and part of Oakland)
both the Affairs and District Committees, as
al memb Professional Black Caucus. IN COLOR

thly mo Black leaders (Newark, N.J.
Indiana, Hatcher, and Georgia Legislator
alism in report on the Congress of African
z musician Sam Rivers and Gary
rkman) group, "Collective Black Artists,"
and pro economic repression." IN COLOR

Elizabeth on editor of Atlantic Monthly, in-
nd intern focusing on critical issues facing this

2 "The Po "Flower Lady" Thalassa Cruso
thumb in w for beginners and experienced
apting ulizing habits for clay and plastic

singers o es, and fame perform before a
ch sings week musical tour of rural utopia,
red Star nationally famous folk singer Pete
necked for the first of two programs devoted
rich travel campaign for a clean environ-

Twisters" newspaper columnist and National
kley, Jr. ed weekly series and tonight con-
writer and News Twisters, to discuss the ques-
used report journalism. IN COLOR

Timers' Norath". The final program in this
th Arthur the world famous Boston Pops
agtime pian with some original silent-movie
ng -a-long Rag," "Tiger Rag," "Has Anybody
llo New "Wait 'Til the Sun Shines Nellie."
in the "Ta-Ra-Ra-Boom-De-Ay," and
OLOR



"Brotherhood of Satan"

By JIM ERVINE

The credits say William Welch wrote this movie, based on a story idea by Sean MacGregor. Between the two of them they should have been able to come up with a complete plot, but somehow they didn't.

With the current interest in witchcraft and devil worship the movie could have been written as a semidocumentary, and generated its suspense through realism. Or, it could have gone into an old-fashioned scare 'em-up horror movie. Instead, it tries to aim somewhere between the two and hits neither.

What suspense the movie does generate is more of the "just what's going on here anyway" variety.

The movie opens with a shot of a toy tank growing along the ground. This tank becomes a real tank that proceeds to smash a car as flat as a movie screen, then rumble off over a hill. Meanwhile back at the one-dimensional car a little boy climbs out and follows the tank tracks over the

hill to the other side. There he picks up a toy tank. He joins three other kids waiting for him in a clearing where they begin to glow then disappear. Weird huh?

Well after the titles are shown there are quick shots of a child's birthday party, a water-ice truck in the woods, and a couple trying to make love beside a lake.

Some interest is generated by seeing how many times you think "Oh there's old what's-his-name," about one of the cast of familiar unknowns. Some of the familiar unknowns are Strother Martin and Anna Capri.

The cast does a fairly good job working it's way around all the holes in the plot, one of which occurs when the writer tries for a Hitchcock type open-ended climax. It will leave some people wondering why Mr. Welch didn't write an ending. The movie itself will leave some wondering if he wrote a beginning and middle.

"BILLY JACK"

By GIAN LUISO

"Billy Jack" is a film for both sides of the "generation gap". If you are Establishment, it will help you to see why your children put down the society that you believe in. If you are young and disillusioned, it will give you a bit of hope. And regardless of which side you are on, it will make you feel — feel almost every emotion that you are capable of experiencing.

Essentially, the story is one of a confrontation: an unconventional school of kids who believe in love, peace in life, and understanding your fellow man vs. a townful of hating, ignorant, white supremacists. The student's effort to work with the townspeople is a rather hilarious study in frustration, that will sometimes anger you at the stupidity of your fellow man.

Billy Jack moves quietly and confidently through all this tension. He both protects the students from the wrath of the townies and protects the

townspeople from the inevitable consequences of their own violence. The ex-Green Beret finds it rather difficult to hold to his friends' principles of non-violence as he sees these friends suffering at the hands of the townspeople. The film itself portrays the conflicts of Billy Jack's emotions. On one side is the desire to attain the peace and serenity of an Indian mystic; and on the opposite pole is a hatred for what is America. He deals violently with violence, yet makes the viewer feel that it is all right because his cause is just; and besides he makes the "normal people" look so damn silly.

There are some outrageously funny scenes in the film, yet others are rather painful to watch. It deals so often with violence born out of our weaknesses. It drives home to us our hangups. It is the reality we all live in. See it - if you have the guts to see yourselves.

CLAIRE BLOOM AT SHUBERT THEATRE

IN

"A DOLL'S HOUSE"

Claire Bloom, the widely acclaimed stage, screen and television star will appear in "A Doll's House" at the Shubert Theatre in Philadelphia, starting Monday evening, October 4th and remaining thru Saturday evening, October 16th.

When "A Doll's House" opened in New York at the Playhouse Theatre, it was greeted by unanimous raves with the critics proclaiming Miss Bloom's performance.

Her emotive finesse as "Nora" is a transfixing experience. All who savor acting magic have a treat waiting in "A Doll's House". The other critics were equally as enthusiastic and all were struck with the relevance of The Henrik Isben's classic in today's world—particularly in view of the great thrust towards women's liberation.

"A Doll's House" has been produced by Hillard Elkins, who is currently represented on Broadway with the highly successful musical "The Rothschilds" and "Oh! Calcutta!", the musical which made theatrical history as the forerunner of the current trend towards nudity in the theatre. This past year Elkins was also represented in films with his production of Elaine May's "A New Leaf". In private life Hillard Elkins is the husband of Bloom.

"A Doll's House" has been directed by Hillard Elkins, based on the New York direction of Patrick Garland and costars Ed Zimmermann in the cast.

SPECIAL STUDENT PRICES

Samerie Corporation is happy to announce that our theatres are making every effort to accommodate students at a very special rate to see the films that will have great interest and appeal to them. In this day of spiraling costs, we are slashing prices to a record breaking \$1.00 Monday through Friday until 5 p.m. and \$1.50 Monday through Friday after 5 p.m. The only proof you need to be admitted at this rate is your school I.D. card.

For additional information call 561-0440 Mrs. Ina Stein.

RECORD REVIEWS

By Judy Stern

"J.S. Bach is Alive and Well and Doing His Thing on the Koto."

What can I say? For those of you with original tastes in music, this album is ideal. Jazz, Classical, and all-round record buffs will be pleased with Bach on the Koto.

The koto is the Japanese version of the classical guitar and is very pleasing to the ear. The shakuhachi sounds similar to the recorder, which, as I hope we can all agree on, is a beautiful instrument.

On the whole, the slower tunes are better; such as "Minuet in G" (Now, don't let the word "Minuet" turn you off) and Arioso.

However, I might add that for those of us who are plagued with a lack of ample funds, this album is not a dire necessity. The album is good to listen to periodically (on a rainy night perhaps, or when one is having trouble falling asleep).

EMERGENCE

By M. L. P.

Does anybody remember a singer by the name of Neil Sedaka? Well, I'm sure you remember some of the songs he wrote . . . "The Diary", "Calendar Girl", "Breaking Up Is Hard To Do", etc . . . He's decided to make a comeback with this new album. (I guess he figures that if Carole King can do it so can he.)

The album is called Emergence. I listened to it faithfully for 2 days with a completely open mind and the only thing I can say about it is that the title should be changed to Submergence.

The album starts out with "I'm a song, sing me." I somehow got the impression that Mr. Sedaka was singing about himself.

"Let me show the world that I'm not thru, let me touch your heart the way I used to do."

Well his oldies are still alive and well today but the new songs on this album aren't even worth mentioning. "Gone With The Morning", "Rosemarie Blue", "I wish I were a Carousel", etc. are all very "blah" records. They all somehow seem to sound like other songs whose titles I can't remember.

The album finishes up by repeating the chorus from the first song "I'm A Song, Sing Me." "I got music, I will share, I got music, doesn't anyone care?"

If you're really a Neil Sedaka freak, maybe you'll "care". If you're not a Neil Sedaka freak, I doubt that this is the album to make you one.

Let's Make A Deal

Persons wishing to sell items or services should come to the Philosophical Society's office in the lower annex, or to Student Activities in the upper annex and tell them the item they wish to sell. The price will be written on an index card along with the seller's name, address, and telephone number. Upon receipt of one hundred items, the Society will furnish additional requests for continued auctions. In other words, one hundred items will be sold sight unseen, each auction. On the day of the auction, all sellers and buyers will assemble in the auditorium and the Barker will read out the items as they appear on the index cards. The bidders will then fill out index cards in the prescribed manner . . .

NAME
ADDRESS
TELEPHONE
ITEM NUMBER
BID

The bids will be deposited and sorted and the highest bidder will be notified.

The dates and times will be announced as soon as they are settled upon.

Remember, this auction is YOURS, nothing is taken by the school. If you have anything you wish to sell-sell it.

QUIXOTE

In-and out of print

BOOKS

for Children and Scholars

105 S. 11th ST.



DEADLINE FOR NOMINATIONS
HAS BEEN EXTENDED UNTIL
8:00 P.M., MONDAY, SEPT. 27

THE BEST OF SWAMI



WINKIES INVADE

By SWAMI

Last week the office of the Oz "VOICE" Student paper of the Community College of Oz was invaded by hostile Winkie students who tried to take over the newspaper office. At the time of the incident, only ten members of the newspapers staff were in the office, but the Winkies proved to be no match for the staff members. The fighting was fierce, and there was much bloodshed, but, the newspaper staff held their ground using rubber bands, paper clips, pens, and pencils, and reams of boxed paper for projectiles. Editor of the paper, Legal Tender, said he was surprised by the actions taken by the Winkies. Leader of the Winkie attack, Goo Gu, said that he was sick and tired of the same material put into the paper. He also stated that the paper was, to him, an eyesore, and was not even worth its weight in zonkers and thus the reason for the attack.

The next day, both parties finally met under the direction of the Wizard of Cosbo. The wizard decided that there was a definite lack of communications on both parties and ordered that both sides sit down and discuss their views at a screaming yellow zonker party.

Winkies Revolt

By Swami

The entire Winkie student body attending the Community

The entire Winkie student body attending the Community College of Oz revolted last week. On the scene reporters state the cause of the upheaval was due to the fact that the only machine in the school's cafeteria containing 10 cent boxes of screaming yellow zonkers broke down during the peak period.

Irate Winkies went on a rampage turning over tables and chairs, breaking vending machines and assaulting several members of the cafeteria's clean up squad. The Winkies then barricaded themselves in the cafeteria and vowed not to come out until the administrators of C.C. of Oz agreed to meet their demands for five new zonker machines.

The administration taking advantage of the Winkies move retaliated by piping in at full blast the college's radio stations music. Unable to take such punishment, the Winkies tore down their barricades, charged out of the cafeteria and stormed the school's radio station where they stoned the radio staff with empty boxes of zonkers.

The situation was calmed for a time when the leader of the revolt, Tick Tok met with the college's president P.J. Pumpkinhead to discuss the Winkies demands.

Unable to come to any agreements, Tick Tok ordered a Winkie boycott of the cafeteria and its facilities. It was not until the Great Wizard of Cosbo intervened that the revolt ended.

The Wizard bowed to the Winkies' demands and peace was restored. As for the President, the Wizard sentenced him to be bound to a chair and made to eat some screaming yellow zonkers.

Damage was estimated to be around \$400 and two of the college cafeteria guards were reported slightly trampled when the Winkies charged out of the cafeteria.

HOBO'S PUT SPARK IN BASEBALL'S LITTLE BROTHER

by JIM DURSO

Never has an object filled with fiber kapok, wrapped with twisted yarn covered with latex or rubber cement and bound outside in chrome tanned cowhide or horsehide provided so many laughs. Never has an object 12 inches in circumference and weighing 6 ounces been handled so deftly and with so much skill. Never has spectators received any more enjoyment than while watching the Philadelphia Hobo's Softball Team.

The Phila. Hobo's is a comic exposition softball club comprised of former star players from the Phila. Fast Pitch Softball League. It is their self-imposed duty to revamp the image of their sport while having a lot of fun in the process. They travel all over the country playing all-star pro-softball clubs, dazzling audiences with superlative professional play, dressing

that. (a 1970 record of 132-10; 130-8 in '69 and 44-1 in '68) Pitcher Herman Skea usually doesn't give the other team a chance to hit the ball, because he throws 8 different change-ups that keep the batters "biting" and fanning the breeze.

From the 4th inning on, the fun begins with slapstick routines and sorted antics. A batter gets into an argument with the "ump" and is promptly slugged over the head with a large bat. A fire on second base causes commotion, especially when the opposing team's baseman "accidentally" gets soaked when the Hobo's try to put out the fire. "Big Bear" pitches what appears to be a softball, but is really a grapefruit that splatters on impact of the unsuspecting batter. Another ball comes by way of a long rubber band,



in makeshift costumes and hitting hard and often with comedy stunts and trick play unparalleled by any other pro team. The Hobo's are more or less softball's version of the Harlem Globe Trotters, attempting by its comic effect to help the sport in the public appeal department and to leave the spectators just a bit more excited about softball.

The show starts off with the lineup of the Hobo players, with pseudonyms such as "Big Bear", "Mighty Mite", "Yardbird", "Plumber", "Baby Jane", and a cast of others each with his own "speciality."

The first 3 innings of the game are played as a serious contest to show the audience and the opposing team that the Hobo's are capable of playing regulation softball, and quite well at

which the batter nearly gets a hernia trying to hit, and yet another ball that breaks and comes down in two separate parachutes. Another argument with the ump provokes a pie fight and "Baby Jane's" shotgun wedding to an opposing player adds a lot to the already existing humor on the field. Many more stunts, too numerous to mention go on and on and all enjoyable to watch. Unlike the King and his Court and the Queen and her Maids, the Hobo's show involves all its members in various comedy acts rather than centering the show on the pitcher's talents as in the former. Although this season is over for the Hobo's, the winter months will bring extensive training and rehearsing to make next season's shows even more delightful.

A NATURAL LINE IN HAIR



THE SCISSORS EDGE

932 LOCUST STREET
PHILADELPHIA, PA.

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MA 7-9142

THERE IS A WAR IN VIETNAM

By RICK MONTEMURO

I don't think it's truly necessary to inform the large majority of "our people" (the freaks, superfreaks, dope freaks and clothes freaks, etc. etc.) the Vietnam war has worn out its welcome within the world of peace demonstrations. In other words . . . Vietnam is out.

Yes the bigmen are still making the plans in their comfortable offices, signing papers while sitting in their plush arm-chairs while using us to carry out their plans.

It's true there are still war crimes. Innocent women and children being mangled and torn apart by machinegun bullets. Young girls being raped then cut to pieces (dismembered, for those of higher intelligence within our reading audience).

Yes they're still driving families out of their homes, stripping them of their land, terminating their culture which has been in existence long before the U.S. was ever dreamed of, burning down entire villages, killing animals and crops, and worst of all, (as if this isn't enough) after raping a man of all he has ever worked for, and destroying all he has ever owned, they strip him of what is most important . . . his pride. Which to him makes his useless to his family, and most of all to himself as a man.

Yes, all these things are still going on, and many many more like them. But I haven't even scratched the surface in trying to describe but a few of all the atrocities in a war which has in some cases violently separated two generations, caused the concerned young to unite behind the common goal of peace, as they came to realize they were being used as the pawn on the chess board, a war which has turned people who once marched with the plea for "peace", into the people who bomb and set fire to buildings, because they have already gone through the system, they have already exercised their democratic right to demonstrate, they have already expressed their feelings peacefully. Because of the big men who run it, this war is still going on. It is the big men who have created the monsters. It is these people, who because of their intentional deafness, helped to raise a generation of people who are constantly under the threat of war, constantly exposed to hatred, bias, fear and degradation.

These people are still running the show. But what is much worse, is that we have given them the stage. It seems that a lot of us have forgotten our brothers, "OUR PEOPLE" are still dying, innocent people are still being killed. If you forget THIS soon, if you'd rather give up, or if you just don't care, you might as well revert back to the old days, the hard guy days, go back to your corner and drink your beer, pop your pills, smoke your dope, and stay the ignorant swines you've become. Because if hiding conveniently behind the guise of long hair and wearing "hip" clothes is all the revolution means to you, you've become a useless THING not worthy of the title human being. When one surrenders his pride that easily, he (or she) is worth nothing to the people around him or even to himself as a person.

Well . . . why bother you with trivia. Go back to your seat in the lobby, or listening to the music in the cafeteria, and PLEASE get back to your deep theological philosophic discussions.

Oh yes . . . for those of you who have forgotten, there is a war in Vietnam.

" . . . It is very rarely that a mountain changes its position. It is very rarely that an ocean empties itself of its waters . . ."

"But extinct volcanoes may come to life again." The little prince interrupted. "What does that mean — 'ephemeral'?"

"Whether volcanoes are extinct or alive, it comes to the same thing for us," said the geographer. "The thing that matters to us is the mountain. It does not change."

"But what does that mean — 'ephemeral'?" repeated the little prince, who never in his life had let go of a question, once he had asked it.

Antoine de Saint Exupery, The Little Prince.

CHARLIE BROWN RUNS FOR MAYOR

"I am going to do it," said Charlie. "there is no way I can lose." Charlie directed this statement to Snoopy, his dog. What Charlie referred to was that he had decided to run for Mayor.

If Charlie had expected an enthusiastic response from Snoopy he was sorely disappointed. Snoopy just gave Charlie that "here we go again" look and then continued about his business. Undaunted Charlie continued.

"I know it sounds a bit ridiculous first," said Charlie, "but think a little deeper. Candidates don't get elected because they are more popular than their opponents. That's the old way doing things (or at least that's the way they say things used to be). Now things are completely different. People vote for the lesser of two evils. The candidate who is not quite as bad as his opponent is the winner. Just imagine I will be the lesser of the lesser three evils!! A whole new trend in politics!!!"

Although puzzled Snoopy had admit that Charlie has a point. However no matter how much logic was contained in Charlie's argument Snoopy still could not envision Charlie Brown as the City's next mayor. The thought was just too absurd. Snoopy in his own little way, conveyed the thought to Charlie.

"Snoopy," said Charlie, "you're just not thinking deep enough. I admit that it would seem a bit absurd for me to be the next mayor but don't stop with me. Try to envision the other candidates as mayor. Try to think what they will do for our fair city. Try to imagine either of them taking the city out of the financial crisis it is currently bogged down in. Are they just an assured a choice as I if I am more so? It is a shame that Buckminster Fuller is not running for mayor. For him I would step down. For any honest and trustworthy man with just the slightest dab of intelligence I would step down. Politicians by their own definitions what they should be just can't exemplify these qualities and still be politicians."

Slightly stunned Snoopy sat and thought that it was a sad state of affairs when a person like Charlie Brown was the best man for the job. Especially a job as important as mayor. There has to be a better way he thought, there just has to be a better way.

In 1900 only 4 percent of the college-age group attended colleges and universities. In 1956 it was 35 percent; in 1968 it was 45 percent. Today it is about 50 percent!

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STUDENT AS NIGGER

Is one of the most important essays of the decade and is of great concern for all members of the college community. The Communicator in service to this college community is reprinting the essay a second time in hopes of reaching as many people as possible.

By JERRY FARBER

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education. At Cal. State L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building there are even rest rooms which students may not use. At Cal. State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal. State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections — their average is about 26 — but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered: the students get to choose their own Home-coming Queen. Occasionally when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal. State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" — and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump", students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out — each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class incidentally, consisted mostly of high school teachers.

Even more discouraging than this master-slave approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years of public school for nothing.

They've forgotten their algebra. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded, and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths", as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass: she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress." In some high schools, if your skirt looks too short, you have to kneel before the principal in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in high school can't be too sloppy and they can't even be too sharp. You'd think the school board would have been delighted to see all the black kids trooping to school in pointy shoes, suits, ties and stinky brims. Uh-uh. They're too visible.

What school amounts to, for white and black alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others — including most of the "good students" — have been more deeply brainwashed. They swallow and bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal. State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot, and, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They spent their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal. State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are nigger. It's time to find out why, and to do this we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls. Just look at their working conditions. At a time when even migrant workers have begun to fight and win, most college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges, the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era: it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in demonstrations brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and

own attainments seem not accessible but awesomely remote. You conceal your massive ignorance — and parade a slender learning.

The teacher's fear is mixed with an understandable need to be admired and to feel superior — a need which also makes him cling to his "white supremacy." Ideally, a teacher should minimize the distance between himself and his students. He should encourage them not to need him — eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the need to give and the need to hold back, between the desire to free his students and the desire to hold them in bondage to him. I can find no other explanation that accounts for the way my own subject, literature, is generally taught. Literature, which ought to be a source of joy, solace and enlightenment, often becomes in the classroom nothing more than a source of anxiety — at best an arena for expertise, a ledger book for the ego. Literature teachers, often afraid to join a real union, nonetheless my practice the worst kind of trade-unionism in the classroom: they do to literature what Beckmesser does to song in Wagner's "Meistersinger." The avowed purpose of English departments is to teach literature; too often their real function is to kill it.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and

administered." And then, of course there's still another depressing manifestation of sex in the classroom: the "off-color" teacher who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

What's missing, from kindergarten to graduate school, is honest recognition of what's actually happening — turned-on awareness of hairy goodies underneath the pettipants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is push enough. But we should let it be, where it is and like it is. I don't insist that ladies in junior high school lovingly caress their student's cocks (someday maybe); however, it is reasonable to ask that the ladies don't, by example and stricture, teach their students to pretend that those cocks aren't there. As things stand now, students are psychically castrated or spayed — and for the very same reason that black men are castrated in Georgia: because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves: you can only train them. Or, to use an even uglier and more timely word, you can only program them.

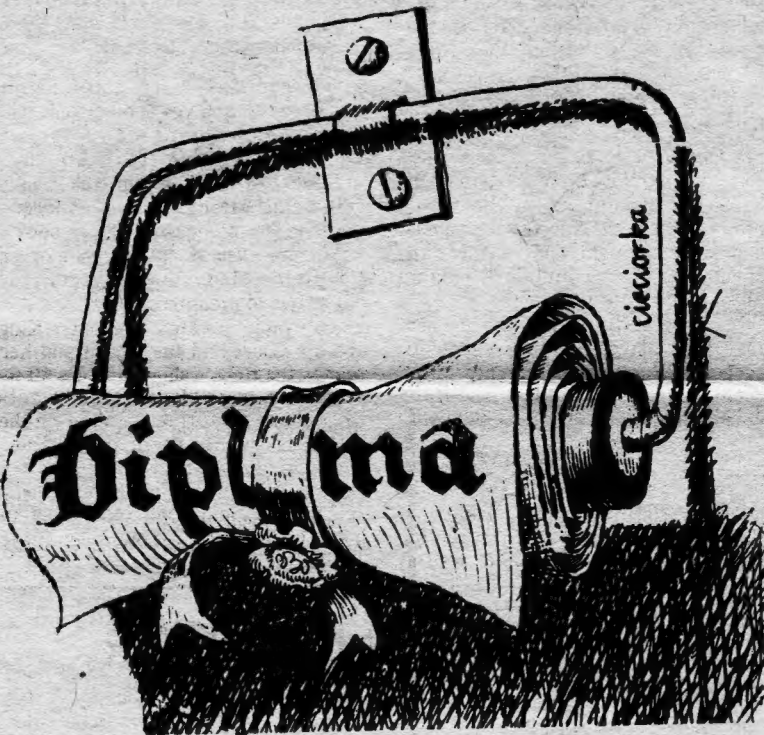
I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final, he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him, A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher announced a 20-page term paper would be required — with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Commandant of English 323. Simon Legree on the poetry plantation. "Tote that iamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school and my own residue of UCLA method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness — over 16 years — to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you might want to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get

(Continued on Page 8)



the other external trappings of authority.

At any rate teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say — or else. The grade is a hell of a weapon. It may not rest on your hip potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim — any time you choose — you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, with MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear — fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white, bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And worst of all, you make your

schools. Many of us are aware by now of the sexual neurosis which makes white men so fearful of integrated schools and neighborhoods, and which make the castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins before school years with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the teacher in his Ivy League equivalent of a motorcycle jacket. In walks the teacher — a kind of intellectual rough trade — and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us the perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter — sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college class; everyone determined not to be embarrassed, to be very up to date, very contempto. There are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly

THE IMPORTANCE OF STUDENT ELECTIONS

By HENRY VARLACK

The tri-partite committee structure, brought about by the collective bargaining agreement opens the door for more than just student input. It in fact gives the students an equal voice with the faculty and the administration in the governance of the College. At a time when students all over the country are crying for a voice in the governance of their respective institutions, it seems a bit odd that here at Community College of Philadelphia where the mechanics for such a voice already exists, that students give the impression that they are not in the least bit interested. It appears that only in a crisis situation will students feel the need for a voice in policy making.

The need for a traditional student government, particularly at a two-year institution is perhaps minimal at best. It seems to me that students should really concern themselves with the day-to-day business of the various standing committees. For it is in these committees that decisions are made that affect all phases of student life. It may be that the students who are elected to the standing committees will find that this is the only form of "student government" that is needed and that they might need only elect a chairman and other officers from their number. In any case, I am urging all students to participate in the upcoming election, either by running for a committee seat or voting for the candidates. The results of this election will affect the lives of every student on this campus.

STUDENT AS NIGGER

(Continued from Page 7)


smothered or shot down with devastating accuracy. Others get tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college for a rebel is a little like going North for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear

and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at — a "field of action" as Peter Marin describes it. And believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons — their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students, as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.



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THE COACH AND HIS TEAM

By MIKE FLYNN

Community has a new Soccer coach this year. Dr. John Charlton of league leader Trenton was selected as co-coach of the New Jersey conference in soccer. Dr. Charlton leaves Trenton where his 1970 squad posted an overall record of 10-3 and was rated fifth best collegiate team in the East.

He has studied with two prominent World Cup coaches — Gordan Jago of the British World Champions and Detmar Cramer of West Germany — at the All-American Soccer camp. Charlton learned the game at the Lighthouse boy's club in Philadelphia, and later played three years at Penn State University, professionally in Pittsburgh and internationally for Philadelphia's Germantown Cricket Club. Dr. Charlton believes that soccer is a one on one game, to beat your man one on one to set up a two on one scoring opportunities.

Communities team consists of five North Catholic alumni: Joe Di Salvo (inside), Mike Mocarsky (halfback), Tom Pettine (outside left), Dennis Drumm (halfback), and Frank Gerner (fullback). The two goalies are Roberto DiIorio and Jay Rochester. Fredi Maldonado, Maxime Alexis, and William Peterson are also insides. Dave Doer and Ross Edinger are fullbacks, with Jeff Alva and John Miller as halfbacks. The team is looking forward to a good season with a chance to reach the Eastern Regionals. It's nice to win when there is someone there to cheer for you. TRY AND SEE THE TEAM IN ACTION.

SOCCER

By Mike Flynn & Joe DiSalvo

C.C.P. vs. North Catholic

On Tuesday September 14, at Watertown Recreational Center, Community played North to a 3-3 tie. C.C.P. won the 4 period controlled scrimmage 3-1 with goals by Mike Mocarsky, Joe DiSalvo, and Tom Pettine. Community looked strong offensively by scoring 3 goals on North, last years co-champs with Franford.

North scored the 1st goal in the first period. Community followed with 2 goals in the second. In the third, there was many opportunities to score but nobody capitalized for a goal. In the 4th period Tom Pettine's goal nozed out North's chances for a possible tie.

After a change in the line-ups and the call for an extra-period, North scored 2 goals to tie C.C.P. in the fifth period.

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INFORMATION—LOVE 222

SPORTS



Y.M.C.A.

By MIKE FLYNN

The YMCA has taken the place of the Jefferson Medical College as the Recreation facilities for Community College. Last year Jefferson could only be used for a short period of time each day.

This year the Athletic Director and office of Student Activities has acquired the use of the YMCA for Community. The "Y" is open from 10 a.m. to 10 p.m., 6 days a week, and available to all Community College students. To use the "Y", a student must bring his I.D. to the Athletic Office and sign for a pass.

The students are encouraged to use the facilities made available for them.

TOUCH FOOTBALL

By MIKE FLYNN

Intramural two hand touch league is forming. A team will consist of six men. As many teams as possible can be formed. A person can form his own team and submit their names to the Athletic Director. All officials, equipment, and awards will be furnished by the school. The games will be held at the Taney Recreation Center at 26th and Pine. League play is on Monday, Wednesday, and Friday, from 3:00 to 6:00. Any persons interested can receive additional information from the Athletic Director.

COLONIALS WIN OPENER

CCP's football team opened the season on a winning note Sat. Sept. 18. The Colonial's crushed their arch-rivals, Delaware Community College, 22-7 in a mis-matched slaughter.

Tom (the Arm) McGuire, the Colonial's rifle-arm quarterback, fired bullets of 22 and 17 yards to halfback Al (Clutcher) Davis and tightened Ed (the Vacuum) Peritoni, respectively. The final colonial touchdown came on a 5yd. power sweep by Big Jim Bullion, who carried two Delaware defenders into the end-zone with him.

The lone Delaware score came about late in the third quarter, when Delaware halfback, John Deviant, fumbled the ball at the Colonial 40. The ball was kicked downfield twice and was finally recovered in the Colonial end-zone by Delaware center Mike Shuffler, for the score.

Mr. Flyer, the Colonial's coach, said he was "well pleased with the team's showing." When asked what he felt the final CCP record would be, Mr. Flyer responded, "We have a real good chance to be 11-0."

CROSS COUNTRY RESULTS

On Friday September 19, CCP lost to Eastern Baptist College. Score: CCP 17 - EBC 50.

Places: Bill Balkus (4); Joe Bezotsky (7); George Phillips (14); John Hammert (10); James Burton (15).

The first three meets are exhibition to get in shape for the Greater Philadelphia league meets. The Greater Phila. meets are in series. The Eastern Penna. Junior College Conference has a championship meet of all member schools of this league. CCP is keying on this meet.

Coach John Gallante's outlook: If we get new experienced members to join, the depth problem will be solved. New members are always welcome.

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